



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
<b>ACADEMIC YEAR</b>	2022/2023		
<b>BACHELOR'S DEGREE (BSC)</b>	EDUCATIONAL SCIENCE		
<b>SUBJECT</b>	GENERAL PEDAGOGY		
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	A, C		
<b>AMBIT</b>	50070-Discipline pedagogiche e metodologico-didattiche  10677-Attività formative affini o integrative		
<b>CODE</b>	05613		
<b>SCIENTIFIC SECTOR(S)</b>	M-PED/01		
<b>HEAD PROFESSOR(S)</b>	SIDOTI ENZA	Professore Associato	Univ. di PALERMO
	D'ADELFIO GIUSEPPINA	Professore Ordinario	Univ. di PALERMO
	VINCIGUERRA MARIA	Professore Associato	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>			
<b>CREDITS</b>	9		
<b>INDIVIDUAL STUDY (Hrs)</b>	180		
<b>COURSE ACTIVITY (Hrs)</b>	45		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	1		
<b>TERM (SEMESTER)</b>	1° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<p><b>D'ADELFIO GIUSEPPINA</b> Monday 11:00 12:00 Edificio 15 - III piano - Stanza P03 13. In modalita online per studenti lavoratori e studenti genitori su specifica richiesta (tramite mail da inviare al docente dopo aver effettuato la prenotazione)</p> <p><b>SIDOTI ENZA</b> Thursday 11:00 13:00 Edificio 15 piano 7, stanza 016. In caso di motivate necessita' e' possibile richiedere un incontro su piattaforma teams al seguente link: <a href="https://teams.microsoft.com/j/team/19%3Ad92b63ec4b5d443dad8ba17e138c4e0%40thread.ta%20conversations?groupId=670c0bfb-3958-479b-a83c-545d796524af&amp;tenantId=bf17c3fc-3ccd-4f1e-8546-88fe">https://teams.microsoft.com/j/team/19%3Ad92b63ec4b5d443dad8ba17e138c4e0%40thread.ta%20conversations?groupId=670c0bfb-3958-479b-a83c-545d796524af&amp;tenantId=bf17c3fc-3ccd-4f1e-8546-88fe</a></p> <p><b>VINCIGUERRA MARIA</b> Friday 09:00 11:00 Edificio 15, piano V, stanza P0508</p>		

<b>PREREQUISITES</b>	No specific prerequisite
<b>LEARNING OUTCOMES</b>	<p>1. Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- Get acquainted with the perspectives of the 20th century educational theorists focused in the course;</li> <li>- recognizing the main educational and formative issues emerging in the late modernity society, with particular regard to the link between gender and education, to adult education, and to the possible link between education and democracy;</li> <li>- Understand the educational issue in the perspective of a phenomenologicalhermeneutical “fundamental pedagogy”.</li> <li>-identifying the peculiarity of a feminine theory of education</li> </ul> <p>2. Applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- distinguish the educational authenticity aspects from those of inauthenticity, and presenting appropriate pedagogical reasons</li> <li>- discuss case studies, developing a professional approach to their future work.</li> <li>- autonomously plan intervention strategy in several educational contexts.</li> </ul> <p>3. Making judgements:</p> <ul style="list-style-type: none"> <li>- integrate knowledge and handle complexity, and formulate judgements, including reflecting on their how professional identity, as well as social and ethical responsibilities linked to the application of their knowledge and judgements in educational contexts</li> <li>- value objectively and critically their own intervention strategies, detaching positive as well as negative sides, with regard to given situations as well as to the objectives made.</li> </ul> <p>4. Communication:</p> <ul style="list-style-type: none"> <li>- present their own learning results as well as intervention strategies, with an appropriate, specific as well as understandable language to both specialist and non specialist audiences.</li> </ul> <p>5. Learning Skills:</p> <ul style="list-style-type: none"> <li>- learn how to learn</li> <li>- develop a metacognitive awareness and modify usual learning styles, if it emerges as necessary</li> </ul>
<b>ASSESSMENT METHODS</b>	<p>Ongoing written exam (only on November) about the issues addressed in the first months of the course (optional)            Final oral exam (minum 3 questions),            They are aimed at assessing:</p> <ul style="list-style-type: none"> <li>-Acquired knowledge about issues and authors focused during the course</li> <li>- Ability to establish connections between the different subject-matters focused during the course;</li> <li>- Ability to apply knowledge to the educational contexts;</li> <li>-Processing skills: ability to develop autonomous judgment, understanding possible application and implication;</li> <li>-Appropriate communicative skills: gaining to a good mastery of the vocabulary pertaining to the field of study.</li> <li>- Metacognitive awareness and the ability to study autonomously, critically, and creatively.</li> </ul> <p>Marks will be expressed on a scale of 30, according to the following measurement assessment scale.            Excellent: 30 – 30 with distinction.            Very good: 26 – 29            Good: 24-25            Satisfactory: 21-23            Passing: 18 – 20.            Unsatisfactory: = the exam is not passed</p>
<b>EDUCATIONAL OBJECTIVES</b>	<ul style="list-style-type: none"> <li>- reflecting on the genesis of the pedagogical issue in the life-world</li> <li>-reflecting on the epistemological structure of the different sciences of education</li> <li>-learning the phenomenological research attitude, describing the essential features, i.e. the meaning, of the education phenomena considered;</li> <li>-learning the hermeneutical attitude, developing appropriate educational methodologies.</li> </ul>
<b>TEACHING METHODS</b>	lectures and exercises
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>1.Bellingreri A., D'Addelfio G., Romano L., Sidoti E, Vinciguerra M. (2022). Percorsi di Pedagogia generale, Milano: Utet Università            2.Sidoti E, Compagno G. Monteagudo J.G. (2020). Cura e progetto di vita. FrancoAngeli, Milano</p>

### SYLLABUS

Hrs	Frontal teaching
10	Education and Theory of education: an epistemological and historical introduction
10	The fundamental pedagogy: epistemological code and educational proposal
5	The need for recognition, empathy, and care: notes on the educational relationship

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
5	Effective communication
5	The Body in the Contexts of Educational Care
<b>Hrs</b>	<b>Practice</b>
10	Practical exercises of theoretical formulations

<b>PREREQUISITES</b>	No specific prerequisite
<b>LEARNING OUTCOMES</b>	<p>1. Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- Get acquainted with the perspectives of the 20th century educational theorists focused in the course;</li> <li>- recognizing the main educational and formative issues emerging in the late modernity society, with particular regard to the link between gender and education, to adult education, and to the possible link between education and democracy;</li> <li>- Understand the educational issue in the perspective of a phenomenological-hermeneutical "fundamental pedagogy".</li> <li>-identifying the peculiarity of a feminine theory of education</li> </ul> <p>2. Applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- distinguish the educational authenticity aspects from those of inauthenticity, and presenting appropriate pedagogical reasons</li> <li>- discuss case studies, developing a professional approach to their future work.</li> <li>- autonomously plan intervention strategy in several educational contexts.</li> </ul> <p>3. Making judgements:</p> <ul style="list-style-type: none"> <li>- integrate knowledge and handle complexity, and formulate judgements, including reflecting on their how professional identity, as well as social and ethical responsibilities linked to the application of their knowledge and judgements in educational contexts</li> <li>- value objectively and critically their own intervention strategies, detaching positive as well as negative sides, with regard to given situations as well as to the objectives made.</li> </ul> <p>4. Communication:</p> <ul style="list-style-type: none"> <li>- present their own learning results as well as intervention strategies, with an appropriate, specific as well as understandable language to both specialist and non specialist audiences.</li> </ul> <p>5. Learning Skills:</p> <ul style="list-style-type: none"> <li>- learn how to learn</li> <li>- develop a metacognitive awareness and modify usual learning styles, if it emerges as necessary.</li> </ul>
<b>ASSESSMENT METHODS</b>	<p>Ongoing written exam (only on November) about the issues addressed in the first months of the course (optional) Final oral exam (minum 3 questions),</p> <p>They are aimed at assessing:</p> <ul style="list-style-type: none"> <li>-Acquired knowledge about issues and authors focused during the course</li> <li>- Ability to establish connections between the different subject-matters focused during the course;</li> <li>- Ability to apply knowledge to the educational contexts;</li> <li>-Processing skills: ability to develop autonomous judgment, understanding possible application and implication;</li> <li>-Appropriate communicative skills: gaining to a good mastery of the vocabulary pertaining to the field of study.</li> <li>- Metacognitive awareness and the ability to study autonomously, critically, and creatively.</li> </ul> <p>Marks will be expressed on a scale of 30, according to the following measurement assessment scale. Excellent: 30 – 30 with distinction. Very good: 26 – 29 Good: 24-25 Satisfactory: 21-23 Passing: 18 – 20. Unsatisfactory: =</p>
<b>EDUCATIONAL OBJECTIVES</b>	<ul style="list-style-type: none"> <li>- reflecting on the genesis of the pedagogical issue in the life-world</li> <li>-reflecting on the epistemological structure of the different sciences of education</li> <li>-learning the phenomenological research attitude, describing the essential features, i.e. the meaning, of the education phenomena considered;</li> <li>-learning the hermeneutical attitude, developing appropriate educational methodologies.</li> </ul>
<b>TEACHING METHODS</b>	Frontal lectures, guided reading and discussion on pedagogical texts.
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>1. A. Bellingreri et al, <i>Per-corsi di pedagogia generale</i>, Utet, Torino 2022</p> <p>2. G. D'Addelfio, <i>In altra luce. Per una pedagogia al femminile</i>, Mondadori, Milano 2016.</p>

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
8	Education and Theory of education: an epistemological and historical introduction
10	The fundamental pedagogy: epistemological code and educational proposal
10	The need for recognition, empathy, and care: notes on the educational relationship
12	The feminine theory of education in 20th century
<b>Hrs</b>	<b>Others</b>
5	Concluding remarks

<b>PREREQUISITES</b>	No specific prerequisite.
<b>LEARNING OUTCOMES</b>	<p>1. Knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- know the perspectives of the main authors of the twentieth century pedagogy treated in the course;</li> <li>- acquirement of theoretical tools in order to understand the educational and formative issues emerging in the late modernity society, with particular regard to theme of family and social generativity and to adult education;</li> <li>- interpret them in the perspective of a phenomenological-hermeneutical pedagogy;</li> <li>- actively perform a pedagogical way of reasoning</li> <li>- use the language appropriate to prosed paradigm.</li> </ul> <p>2. Applying knowledge and understanding:</p> <ul style="list-style-type: none"> <li>- ability to recognize the emerging educational problems, discriminate and distinguish the educational authenticity aspects from those of inauthenticity, and presenting the pedagogical reasons;</li> <li>- finally, ability to autonomously plan intervention strategy in (quite) simple as well as in complex situations.</li> </ul> <p>3. Making judgements:</p> <ul style="list-style-type: none"> <li>- ability to objectively and critically value their own intervention strategies, detaching positive as well as negative sides, with regard to given situations as well as to the objectives made, in a work setting.</li> </ul> <p>4. Communication:</p> <ul style="list-style-type: none"> <li>- ability to present their own learning results as well as intervention strategies, with a specific as well as understandable language to both specialist and educators audiences;</li> </ul> <p>5. Learning Skills:</p> <ul style="list-style-type: none"> <li>- ability to learn how to learn;</li> <li>- modify usual learning styles, if it need to;</li> <li>- develop intellectual intuition as well as dialectical argument;</li> <li>- update the scientific references;</li> <li>- use the knowledge acquired to continue to study, attending masters, advanced course, and specialized seminar.</li> </ul>
<b>ASSESSMENT METHODS</b>	<p>Ongoing written exam (only on November) about the issues addressed in the first months of the course (optional)</p> <p>Final oral exam (minum 3 questions).</p> <p>They are aimed at assessing:</p> <ul style="list-style-type: none"> <li>- Acquired knowledge: ability to establish connections between the different subject-matters focused during the course;</li> <li>- Processing skills: ability to develop autonomous judgment, understanding possible application and implication, framing the contents in a manner that indicates a professional approach to their future work.</li> <li>- Appropriate communicative skills: gaining to a good mastery of the vocabulary pertaining to the field of study.</li> </ul> <p>Marks expressed on a scale of 30thirty.</p> <p>Evaluation criteria:</p> <p>18/23 the student must demonstrate a basic achievement of the objectives, namely the acquisition of a basic knowledge of the topics argued and the ability to operate minimal links, and to expose them with a basic linguistic-communicative skills.</p> <p>24/26 the student must demonstrate a good achievement of the objectives, namely the acquisition of a robust knowledge of the topics argued and the ability to operate well-briged links, and to expose them with good linguistic-communicative skills.</p> <p>27/29 the student must demonstrate to have surely achieved objectives: full knowledge of subjects, reflexive mastery, significant expressive skills.</p> <p>30/30 cum laude, the student must demonstrate to have achieved excellent objectives: full knowledge of subjects, critical mastery, ability to transfer acquired skills, linguistic-communicative skill, both general and specific, absolutely pertinent and definitely noteworthy; creativity and originality.</p>
<b>EDUCATIONAL OBJECTIVES</b>	<ul style="list-style-type: none"> <li>- reflecting on the genesis of the pedagogical issue in the life-world</li> <li>- reflecting on the epistemological structure of the different sciences of education</li> <li>- learning the phenomenological research attitude, describing the essential features, i.e. the meaning, of the education phenomena considered;</li> <li>- learning the hermeneutical attitude, developing appropriate educational methodologies.</li> </ul>
<b>TEACHING METHODS</b>	Frontal lectures; guided reading and discussion on texts.
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>1. A. Bellingeri, g. D'Addelfio, L. Romano, E. Sidoti, M. Vinciguerra, <i>Per-corsi di pedagogia generale</i>, Utet, Torino 2022;</p> <p>2. M. Vinciguerra, <i>Generatività</i>, Scholè, Brescia 2022.</p>

## SYLLABUS

Hrs	Frontal teaching
8	Emergencies of contemporary education; education and Theory of education: an epistemological introduction
8	Phenomenology, Hermeneutics, and Education
8	The need for recognition and care: notes on the educational relationship
8	The empathy-centred educational method
7	Family and social generativity
Hrs	Practice
6	Training to educate to generativity